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ABSTRACT

The Institute was aimed at the approximately 90 small libraries in rural Idaho towns which are staffed and administered by locally recruited people, few of whom have any library training. A Selection Committee consisting of the Project Director and the Director of the Idaho State Library selected participants on the basis of the degree of commitment on the part of the applicant for self-improvement, the probability that the applicant would be able to utilize his learning in his library, and his potential to exercise greater influence in his community because of his attendance. Five separate workshops were held within the Institute, covering the areas of: reference services, children's services, community services, book selection, and cataloging. (AB)

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NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: BASIC SKILLS FOR THE LIBRARIAN OF THE SMALL PUBLIC LIBRARY

AT: BOISE STATE COLLEGE

Boise, Idaho 83707

June 8 - 19, July 6 - 17, August 3 - 7, 1970

SUBMITTED BY: Mrs. Marjorie E. Fairchild, Library Institute Director

Phone: 208-385-1451

LI 002 640

"This experience has welded us together. Spread out so far apart over the state, in seeming isolation, we are suddenly together."

Mrs. Nancy Sage, Librarian
Meridian Public Library
Meridian, Idaho

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INTRODUCTION

In a state with a widely dispersed population (8 people per square mile) whose professionally trained librarians are concentrated in the academic libraries and in only the ten public libraries which serve more than 10,000 population, Idaho's small public libraries face a most serious lack of trained staff. Approximately 90 small libraries in rural Idaho towns are staffed and administered by locally recruited people. Few have any library training, all are serving because of a dedicated interest to the needs of the community and few really understand the basic functions of the public library.

Continuing growth and development of rural library service is vital in Idaho to fill the vocational, academic, and recreational needs of its present and future citizens. There is great demand for leadership at the rural level and the greatest need of the small public library administrator is for a thorough grounding in the most basic of library skills.

If Idaho is to achieve maximum effectiveness of its human resources, a significant contribution must be made toward the upgrading and updating of the competencies of those who staff the small rural public libraries of the state.

With this in mind, our institute was planned to alleviate the problem by supplying intensive, concentrated learning experiences, designed to meet the needs of the participants selected. Furthermore, librarians in small libraries throughout the state had long expressed the need and desire for such a program as this.

It was determined that those people responsible for public library services in the small public libraries of Idaho would be selected. By small is meant cities and towns of less than 10,000 population, and this was expanded to include untrained librarians serving under professionally trained people in the ten (10) Idaho libraries in towns with populations of over 10,000.

Because in Idaho we have some areas in which library service is established jointly between public libraries and school districts, we accepted on alternate status people in this category. Also on alternate status were placed people in fringe towns in the adjoining states of Oregon, Nevada, Wyoming, Montana, and Utah, as their library problems are very similar to ours.

All participants were selected on the basis of the judgment of the Selection Committee as to:

a. The degree of commitment on the part of the applicant to improve himself substantially through attending the institute.

b. The probability that the applicant would have the opportunity to apply the greater knowledge and experience gained through attending the institute.

c. The potential of the applicant to exercise greater influence in his community, because of attending the institute.

The Selection Committee consisted of the Project Director and the Director of the Idaho State Library.

FACULTY

It was determined that each of the separate weeks should be in charge of individual consultants, chosen for particular abilities in their respective fields. Those chosen, and accepting the challenge, are listed on the sheets which follow, with vita.

Idaho has a peculiar situation, in that our needs seem best understood by people who have lived in Idaho, and who have worked with our people, developing a particular understanding of the library situation in this state. Mrs. Wright and Mrs. Heninger, now on the staff of the University of Washington School of Librarianship, were long in Idaho; and the remaining staff now work among Idaho librarians.

With this in mind, these five were designated as the faculty, along with the institute director:

BASIC LIBRARY SKILLS FOR THE LIBRARIAN OF

THE SMALL PUBLIC LIBRARY

Summer Institute 1970

Boise State College

Director: Mrs. Marjorie E. Fairchild
Assistant Professor, Library Science
Boise State College
Boise, Idaho
Telephone: (208) 385-1451

Mrs. Fairchild's home address is:

4020 Hill Road
Boise, Idaho
Telephone: (208) 342-9211

Qualifications:

A.B., B.L.S., and M.A. in librarianship degrees, University of California.

At Boise State College since June 1966. Organized and is teaching the seven courses in the library science curriculum.

1951-1966. Librarian with the Boise Public Schools. Organized the administered 4 secondary school libraries.

During World War II, Post Librarian, Fort Lewis, Washington. Organized and administered service club libraries.

Prior to that with University of California Medical School Library; Oregon State College Library.

Extensive experience in organization and administration of libraries of all kinds.

Member: Idaho Library Association, NEA, IEA, AAUW, YWCA, Boise Little Theatre, Boise Art Association, American Association of School Librarians.

Present State Chairman, Library Education Committee of ILA, Past State Chairman, Library Legislative Committee, and Library Certification Committee, ILA.

Mrs. Aileen Wright
Associate in Librarianship
University of Washington
School of Librarianship
Seattle, Washington

Mrs. Wright will teach the June 8-12 week in Reference Services.

Qualifications:

A.B., M.A. in Librarianship, University of Washington. In addition, Associate of Royal Conservatory, Toronto (piano).

12 years experience in the library and library-science teaching field, including work in Multnomah County Library, Coeur d'Alene, and Idaho State Library where she served as field consultant. Since 1968 serves in an administrative capacity for the School of Librarianship, University of Washington.

Member: PNLA, ILA, WLA, ALA. Co-Chairman PNLA Convention, 1967. Member of PNLA Adult Education Committee, 1967-1969, ILA Education Committee member, 1968.

Extensive experience in working with the small library in all aspects of service. Has particular understanding of problems and needs. Dynamic in workshops throughout Idaho's small northern towns, in administrative and reference services.

Mrs. Irene Heninger
Acting Assistant Professor
School of Librarianship
University of Washington
Seattle, Washington

Mrs. Heninger will teach the June 15-19 week in Children's Services.

Qualifications:

A.B., M.S, Columbia School of Library Service.

15 years experience in children's literature and services for children and young people including:

Children's Librarian, New York Public Library, Children's Librarian, Twin Falls Public Library, Twin Falls, Idaho. Instructor children's literature since 1968, University of Washington.

Has raised five children!

Extensive experience working with children and young adults.

Member: Children's Services Division of American Library Association, ILA, PNLA, WLS.

Mr. Edward Linkhart, Librarian
Nez Perce County Free Library
Lewiston, Idaho

Mr. Linkhart will teach the July 6-10 week in cataloging.

Qualifications:

A.B., B.S. in L.S., University of Illinois. Graduate work towards a doctorate in Mass Communications. 20 years experience in librarianship, including: Bibliographer, University of Illinois Library, 4 years.

Librarian, Logan County District Library, Bellefontaine, Ohio, 4 years.
Librarian, New Castle-Henry County Public Library, Indiana, 8 years.
Head Librarian, Nez Perce since 1963.

Member and past president, Idaho Library Association. Has conducted numerous workshops for the small library. Presently administrator of the Lewis-Clark Regional Library Service Center which office he has held since 1955. Directs regional book selection and reference center in Lewiston.

Mr. Robert Bruce, Librarian
Twin Falls Public Library
Twin Falls, Idaho

Mr. Bruce will teach the July 13-17 week in book selection.

Qualifications:

A.B. and M.A. in Librarianship from Columbia University School of Library Service.

Over 25 years experience in libraries of all kinds, including Merced, California; Los Angeles Public Library; Reference Librarian for Port Angeles, Washington, library; Lockheed Aircraft, Metro-Goldwyn-Mayer libraries.

Has been in Idaho since 1966, working extensively with small public libraries, giving in-service training to non-professional people, through Idaho State University's Continuing Education Program.

Member: Idaho Library Association, Pacific Northwest Library Association; currently Idaho's representative to PNLA Council.

Has particular understanding and affinity with Idaho's small public library situation.

Mrs. Ann Barnes, Librarian
Curriculum Resource Center
Boise State College
Boise, Idaho

Mrs. Barnes will teach the August 3-7 week, community services.

Qualifications:

A.B., MLS, University of Washington, School of Librarianship.

7 years exoerience in libraries, including: 2 years, teacher-librarian, elementary schools in Seattle, Washington, 2 years, librarian, Bellevue Junior High, Bellevue, Washington and 3 years, librarian, Bellevue Community College, Bellevue, Washington.

Since July 1969 in charge of Boise State College's Curriculum Resource Center, which is a multi-media center for this area.

During these above years served as President, Board of Trustees of Houghton Public Library, King County, Washington.

Particular abilities in work with small community programs, public relations. Has been in library districts where funding enabled development of multi-media and innovative programs. Has knowledge of selection and use of AV and non-book materials and their application to use in smaller communities.

PRE-PLANNING

The proposal itself had stressed that the basic skills to be offered should be five:

a. Reference services

b. Children's services

c. Cataloging

d. Book selection

e. Community services

In thinking through the procedure, it was determined that each subject area should run for one full week. In order to accomodate participants to the fullest, we could not do this for five consecutive calendar weeks, because it is difficult for these rural people to be away from families and libraries for that length of time. But we could set up a program in such a way that, spread throughout the summer, people might arrange to run their libraries, then be away a week or two leaving a skeleton staff or substitute. Further, individuals were given options: to come for one, two, all five or any desired combination of weeks, as need and available time might dictate.

Because of the options we had set up, the recording of weeks desired became a score sheet of constant tallying and changes, and, at times, great confusion! We had, too, typical Idaho problems, I am sure - comments such as "Oh, I find I can't come that week, as it's haying time and I'll have hands to feed - but my neighbor would sure like to come".

Ideally, with five weeks and 30 enrollees each week we could conceivably have had not only the allowable 150 "man weeks" but 150 different people. Our final tally (there were a few last-minute dropouts which we were unable to fill) was actually 147: a total of 61 people, ranging in age from 19 to 71; the average age was 48, the median 43.9. We had but one brave man.

Our final resultant tally looked like the sheets which follow, and there were many work sheet changes preceding this final one.

KEY TO DATES

June 8 Reference Services
June 15 Children's Services
July 6 Cataloging
July 13 Book Selection
Aug. 3 Community Services

COMPOSITE LIST OF PARTICIPANTS

LIBRARIANSHIP INSTITUTE, BOISE STATE COLLEGE
SUMMER 1970

Name and Address	Position & Library	Weeks Attending
Mrs. Sherry Ashmead 417 E. 42nd Boise, Idaho 83704	Asst. Librarian, Boise Public Library	June 15, Aug. 3
Mrs. Vivian F. Barrows 1222 N. W. Horn Ave. Pendleton, Oregon 97801	Library Bookkeeper, Umatilla County Library	Aug. 3
Mrs. Le Ora Bloxham Box 202 Downey, Idaho 83234	Librarian, South Bannock Free Library District	July 6
Mrs. Patricia R. Bowman 695 McAdoo Blackfoot, Idaho 83221	Librarian, Blackfoot Public Library	June 8, 15, July 6, 13, Aug. 3
Mrs. Otillia Boydell 419 S. Owyhee St. Boise, Idaho 83705	Public relations Librarian Boise Public Library	Aug. 3
Mrs. Frances Brown Rt. #2 Meridian, Idaho 83642	Audio-Visual Librarian Kuna School-Community Library	July 6, 13 Aug. 3
Miss Wilma E. Brown Box 855 Ontario, Oregon 97914	Librarian, Malheur County Library	Aug. 3
Mrs. Eva H. Burnham 1210 Vista Drive Emmett, Idaho 83617	Librarian, Emmett Public Library	June 13
Mrs. Marie Jeanne Campbell Ahsahka, Idaho 83520	State Hospital North Orofino (Voc. Asst.)	June 8, July 13 Aug. 3
Mrs. Bette L. Carlson 2107 Cleveland Caldwell, Idaho 83605	Library Clerk, Caldwell Public Library	June 8, 15 July 6, 13, Aug. 3
Mrs. Erma Carrico 618 Washington St. Gooding, Idaho 83330	Librarian, Gooding Public Library	July 13

Mrs. Mildred E. Carstens 528 N. 11th St. Payette, Idaho 83661	Asst. Librarian, Payette Public Library	June 8, 15
Mrs. Sara Martha Chitwood Box 755 McCall, Idaho 83638	Librarian, McCall Public Library	June 8, 15, July 6 Aug. 3
Mrs. Marian V. Cohen 1025 2nd Ave. N. Payette, Idaho 83661	Librarian, Payette Public Library	July 6
Mrs. Gladys M. Cole 409 East 41st St. Boise, Idaho 83704	Librarian, Garden City Community Library	June 8, 15, July 6, 13, Aug. 3
Miss Donna Cowan Box 180 Rt. #1 Nampa, Idaho 83651	Cataloging Clerk, Nampa Public Library	July 6
Mrs. Aletha B. Cox 3116 Palouse Boise, Idaho 83705	Director, Nampa Public Library	June 8, 15, July 6 Aug. 3
Mrs. Daveda L. Crowley Idaho City, Idaho 83631	Librarian, Boise Basin Public Library District	June 8, 15, July 6, 13, Aug. 3
Mrs. Lynn Detweiler 746 East Center #4 Pocatello, Idaho 83201	Children's Librarian, Pocatello Public Library	June 15, July 13 Aug. 3
Mrs. Vivienne R. Dimick 318 N. 11th St. Montpelier, Idaho 83254	Librarian, Bear Lake County Free Library	June 8, 15, July 6, 13, Aug. 3
Mrs. Yvette Dunbar 155 W. 13th Street, Idaho Falls, Idaho 83401	Asst. Circulation Librarian, Idaho Falls Public Library	Aug. 3
Mrs. Edith A. Ferm 1915 N. 9th St. Boise, Idaho 83602	Bookmobile Asst. Boise Public Library	June 8, July 13
Mrs. Kathryn Galloway 601 Quincy Twin Falls, Idaho 83301	Circulation Librarian Twin Falls Public Library	June 8, July 13 Aug. 3
Mrs. Isabel S. Handley 801 Hughes Drive Payette, Idaho 83661	Asst. Librarian Payette Public Library	July 13, Aug. 3
Mrs. Mary Lou Hanks Rt. #2 Box 5 Potlatch, Idaho 83855	Branch Librarian Moscow-Latach County Library	June 15

Mrs. Ada S. Hansen 209 East 2nd N. Preston, Idaho 83263	Librarian, Preston Public Library	July 13, Aug. 3
Mrs. Virginia Hanson Horse Shoe Bend, Idaho 83629	Librarian, Horse Shoe Bend Library Station	July 6, 13
Mrs. Barbara H. Hart Po. Box 2 Ketchum, Idaho 83340	Librarian, Ketchum-Sun Valley Community Library	June 15
Mrs. Dorothy Holben Rt. #2 Genesee, Idaho 83832	Branch Librarian, Moscow-Latah County Library Genesee	June 8, 15
Mrs. Ruth Hoskins 1342 Cedar Elko, Nevada 89801	Circulation Asst., Elko County Library	June 8, Aug. 3
Mrs. Maxine Hubbard 801 Preston Lewiston, Idaho 83501	Asst. Librarian, Lewiston-Nez Pierce County Library	June 8, Aug. 3
Miss Corene A. Jones 410 S. Lilly Apt. 6 Moscow, Idaho 83843	Children's Librarian, Moscow-Latah County Library	June 15
Mrs. Gail A. Jorgensen Lava Hot Springs, Idaho 83246	Librarian, Lava Hot Springs Library Station	July 6
Mrs. Evelyn B. Karaloff 812 9th Ave. N. Buhl, Idaho 83316	Librarian, Buhl Bublic Library	June 8, 15, July 6, 13, Aug. 3
Mrs. June S. Klein 1260 First St. Idaho Falls, Idaho 83401	Asst. Librarian, Idaho Falls Public Library	June 8
Miss Cheryl Kohler 716 Balsam Pocatello, Idaho 83201	Asst. Librarian, Pocatello Public Library	June 8, 15, July 6, Aug. 3, July 13
Mrs. Florence B. McCord 1508 North 27th Boise, Idaho 83702	Technical Processes Asst., Boise Public Library	July 6
Mrs. Virginia L. McConnell P.O. Box 121 Elk River, Idaho 83827	Librarian, Elk River Public School & Moscow-Latah County Bookmobile	June 8, 15, July 6, 13, Aug. 3
Mrs. Argie A. Milburn 1309 Hervey Boise, Idaho 83705	Tech. Proc. Asst. Boise Public Library	July 6

Mrs. Earl Miller Box 146 New Meadows, Idaho 83654	Librarian, New Meadows Public Library	July 6
Mrs. Mary Louise Monaghan 625 Lynn Ave. Moscow, Idaho 83843	Cataloguer, Moscow-Latah County Library	July 6, 13
Mrs. Beatrice Myers 1124 Conyon Street Nampa, Idaho 83651	Clerk, Nampa Public Library	June 15, July 13
Mrs. Nina M. Ogden Box 239 Pierce, Idaho 83546	Librarian, Pierce Free Public Library	June 8, July 6, 13 Aug. 3
Mrs. Clara Ott Rt. #1 New Plymouth, Idaho 83655	Librarian, New Plymouth Community Library	June 8, 15, July 6, 13, Aug. 3
Mrs. Cora Perrigo 731 N.W. 5th St. Pendleton, Oregon 97801	Clerk, Umatilla County Library	Aug. 3
Mrs. Helen D. Price 395 N. 400 W. Malad, Idaho 83252	Librarian, Oneida County Free Library	June 8, 15, July 6, 13, Aug. 3
Mrs. Nancy S. Sage 909 E. 4th St. Meridian, Idaho 83642	Librarian, Meridian Public Library	June 8, 15, July 6, 13, Aug. 3
Mrs. Coral T. Saunders 817 8th St. N. Buhl, Idaho 83316	Asst. Librarian, Buhl Public Library	Aug. 3
Mrs. Lureta Simpson 3022 South Ill. Ave Caldwell, Idaho 83605	Senior Clerk, Caldwell Public Library	June 8, 15, July 6, 13, Aug. 3
Mrs. Elizabeth Stanford Rt. #1 Orchard Ave. Nampa, Idaho 83651	Librarian, Kuna Public Library (School-Community)	Aug. 3
Miss Carole Jane Stonecipher 300 Main Y.W.C.A. Lewiston, Idaho 83501	Asst. in Lewiston Public Library	June 15
Mrs. Ollie Streitmatter 251 Bullion Road, Elko, Nevada 89081	Ext. Librarian, Elko County Library	June 8
Mrs. Jeanette Talbott 513 Taylor Noscow, Idaho 83843	Library Asst., Moscow-Latah County Library	June 8, July 6, 13

Mrs. Candy Trenoweth Rt. #3 Box D-6 Orofino, Idaho 83544	Librarian, Clearwater Memorial Public Library	June 8, 15 July 6, 13
Mr. Warren E. Veale Syringa Mobile Home Park Moscow, Idaho 83843	Director, Moscow-Latah County Library	Aug. 3
Mrs. Bernice Vernon 1008 Church Street Sandpoint, Idaho 83864	Librarian, Sandpoint Public Library	July 6, 13, Aug. 3
Mrs. Judith E. Wallace Box 181 Horse Shoe Bend, Idaho 83629	Asst. Librarian, Horse Shoe Bend Public Library	July 6, 13
Mrs. Pearl Webster 463 Styner Box 427 Moscow, Idaho 83843	Children's Library Asst., Moscow-Latah County Library	June 8, 15
Mrs. Helen M. Weeks 248 West First N. St. Anthony, Idaho 83445	Librarian, St. Anthony Public Library	July 6
Miss Gerri Witte Rt. 1 Weiser, Idaho 83627	Clerk, Weiser Public Library	June 8, 15
Mrs. Jane Woolsey 718 7th St. Lewiston, Idaho 83501	Children's Librarian, Lewiston Public Library	June 8, 15

Of these, 13 people attended all five weeks. In addition to Idahoans, two came from Elko, Nevada; two came from Pendleton, Oregon and one from Ontario, Oregon.

Our only educational requirement was a high school education. This was important because most of our rural librarians have no more than this. Our college agreed to grant one undergraduate credit per week, hence some participants have earned five credits for the summer's work. This in itself has meant a great deal to many people. Grade reports have gone out to all, and a certificate of award was given to each participant, on completion. Because this institution requires grading, we arbitarily gave everyone a B. This may have disappointed those expecting A's, but contrarily was a pleasant surprise to those fearing D's or F's!

During this period of pre-planning some participants' library staff members arranged their attendance so that, among their number, all weeks were covered - e.g. Mrs. A came to weeks 1 and 2, Mrs. B to 3 and 4, etc., and on return they have pooled results in staff meetings.

PUBLICITY

We first publicized our acceptance by HEW by notification from our College News Bureau to all wire services. Items appeared in all papers (and in Idaho we have more weeklies than dailies) on TV and radio. We prepared a brochure which was mailed to all libraries on our Directory of Idaho Public Libraries list. Announcement was put in our Idaho State Library's News Bulletin - which goes to adjoining states as well as to all Idaho libraries.

Our first announced deadlines were subsequently advanced two weeks, because applications were slow to come in. Reasons for this primarily were the newness of this idea - an almost frightening thing to some. (One little lady phoned me to say she was afraid she "just wasn't smart enough to do this"!) Most had never been on a college campus and felt a certain understandable trepidation. Distances are great. Everyone is isolated. The thought of coming to a strange place, of living in a dormitory - all these things undoubtedly contributed to first reluctance to apply. But we sent out dittoed follow-up FLASH! bulletins, stressing the once-in-a-lifetime importance of this program for Idaho - and the applications began to come in.

EVALUATIVE OBSERVATIONS

Because ours was actually five separate workshops, within the framework of one institute, the content of each had to be planned very carefully. A great deal of correspondence among the five chosen instructors and the director went into making sure of each week's program. And, because of the expertise of the consultants, everything went very smoothly and well. Part of the resultant cohesion in all five may have been due, too, to the fact that the thirteen enrollees attending all five weeks were a nucleus to help "indoctrinate" newcomers and hold the five groups together. And, as these people returned to their homes and libraries for the two weeks between sessions, they further publicized their gain and growing enthusiasm.

Internal relationships with our own administration were the very finest. Our Director of Special Projects was ever available and very helpful. Our Business Office arranged for weekly payments of participants and

instructors. This we felt was particularly important because some participants were here only for one week - and some came from a distance on rather "short rations". Our summer school director, our registrar's office - all were accomodating in the extreme. Our campus is under great stress this summer, with an enormous building program, causing subsequent inconveniences to everyone and all must be willing to "roll with the punches". As a rapidly and literally, developing institution, our internal problems have been very frustrating, something which could not possibly have been foreseen - building, rebuilding, a campus torn up from one end to the other. Parking is hazardous and scarce, meals have been a problem as the Student Union Building is being appreciably enlarged. Summer evening library hours have been curtailed. But the many frustrations participants have accepted with grace and understanding.

Within the conduct of the institute itself, we endeavored, even though a small weekly staff, to get together at day's end to discuss the day's progress. Careful pre-planning of each day's work proved to be very important to a successful workshop. It can appear to be relaxed, but there must be thorough preparation to make it meaningful.

Each week's group of participants was asked for an evaluation of the week - and individual consultants prepared the same. These results have been included in the Appendix.

The greatest significance to all enrollees certainly was the gain of so much where nothing was before - pooling of ideas and suggestions, gathering of a strength gained by bringing people together who are in isolated areas and, to them, seemingly, without help. This is probably best expressed

in the comment of one very astute little woman who said "This experience has welded us together - spread out as we are, all over the State, in seeming isolation, we are suddenly together". Sharing similar problems and ideas, as well as learning new things, was a most meaningful experience for everyone. These people have many ideas about what they've gained, and aside from now feeling more knowledgeable, they realize the value of a general education, plus the specific value of a library education. The younger-to-middle age group may, some of them, even go on to school - some to library school. They're excited, enthusiastic, and spurred on to accomplishment.

This has been a stimulating, fine group of intelligent, alert, interested, people - they may not have the backgrounds of college or of a professional library education, but their dedication to jobs and to personal improvement is inspiring. We have been impressed with how well they have done in their communities with the little they have had to work with. Now without exception these people hope to return home and implement the results of these workshops. They've gained new ideas and methods in community service, in conducting story hours, in weeding old out-moded collections, in formulating written book selection policies, in investigating pre-processing cataloging services, thinking about Friends-of-the-Library groups. Many have said "I just can't wait to use what I've learned".

Major strengths without a doubt have been in (1) the excellent individual instruction, and (2) in the fine overall friendly relationships among people with similar goals and problems. Each week about 10-15 have been staying in the dormitory and I believe this has been good - they've

stayed together, and worked together. Even our local frustrations have been a strengthening influence.

Individual instructors made constant use of media and a variety of materials. In the reference services week participants became acquainted with the microfilm readers and the Recordak; we showed a variety of films, in all areas. Cataloging made use of the overhead and the opaque, and during the week of community services participants were introduced to all sorts of hardware they'd never used before - not only recording devices, record players, cassettes, but they made "quickie" dittoes and had the experience of using the dry-mount press and most for the first time discovered how picture laminating is done. These new things were very exciting for these people, and in many ways more important than constant stress on the traditional.

Enrollees had practically no derogatory comments - almost without exception they were excited and eager and full of praise for the entire instructional program. Much of this, of course, is because for most this was an entirely new experience and the information to be gained was new to them. They have no background for criticism, (and the only complaints were of creature comforts, such as too hot, too cold, such uncomfortable chairs, etc.!) Most participants had little or limited background in any of these areas and the entire program was vital to them.

Because we had some different enrollees during each workshop week, our problems of orientation were in a way unique - i.e. we could not have but one orientation period because there were some who were strange to us, each time we began a new workshop. Hence we took time each Monday morning, for introductions, registration, explanation of facilities - and, after the

first week, depended to large extent on those 13 returnees, to help out as "big sisters" to the newcomers. This worked very well, and we found that everyone very soon was becoming acquainted, sharing "where shall we eat dinner?" ideas, and becoming quickly at home on campus. We also started out each week with name tags for all, which helped us all more quickly to know each other.

Visits to the State Library were made each week, by those new to the area, to the bindery, to our art gallery and to the historical museum. Many of our participants had never been to the capital city - and we felt these opportunities were important. Also, Boise is in the throes of an urban renewal program. As part of a large city-center complex, one of our buildings now under construction is the new Idaho State Library and Archives, which participants enjoyed having the opportunity to see.

There were several things of special interest going on during the summer. The Joffrey City Center Ballet was here; there were park concerts; a series of dramas in the park (free) was put on by our college drama department; the Snake River Stampede in Nampa was in progress (with Doc and Festus from "Gunsmoke"!). Participants took advantage of all these on their weekends here.

Getting together informally and socially is of great importance. We made daily provision for coffee breaks, and there was one birthday celebration. We met as a group one night each week for dinner, at an appointed place. All enjoyed this and came to anticipate the weekly event, in which we included others who could come - our state and public librarians, hosts of participants, etc. We had a party during our final week. These events add immeasurably to a rapport which is so important - and the few people unable to do these things because of going home to milk the family cow felt

that they "missed out" and expressed themselves about it.

The purpose and goal of this entire summer's work has been to help these previously untrained people to improve basic skills and to develop a competence which they have never before had. We certainly have done this. Several people, going home between the sessions, have already told us that they seem to "have attained more stature" in their communities. Their towns are proud of what these people have done. Boards of trustees are glad that they arranged for the attendance of their librarians.

Our approach has been specifically with the very small library in mind - and if we had not kept this goal in view, we would have failed. It was the very small unit we were trying to reach. In other words, some few people from larger libraries may have heard some of this before - but to most enrollees it was all new, and, as one woman said, even "exhilarating". Our dates were right to accomodate the participants and the staff. For Boise State College, the dates coincided with the two summer school sessions, which accomodated their record-keeping. For the director, it made a very tight schedule, just finishing a year of full time teaching in time to start in on the institute. And now that it is over, the fall term commences!

Because we set our goal at thirty enrollees each week, the scheduling was confusing - we could have had conceivably 150 different people, but, as mentioned earlier, we settled down to 61. Ideally more towns should have been represented. We received no applications from some more remote areas of the state. Also, in this most conservative state, some areas want nothing to do with Federal aid! But, all in all, we thought that 61 people for a first-run, was very encouraging.

Daily time for study was well scheduled. We provided time for outside assignments, class discussions, breaks. The scheduling was structured, yet relaxed. Some instructors demanded more of participants than others. Just one consultant lived in the dormitory with enrollees, helped them constantly with their work, was always available. This was very helpful, important and appreciated, and established an inestimable rapport. If all consultants were willing to do this, probably every workshop would be off to a fine start.

Inclusion of a few people from other states was stimulating to Idahoans - to discover that we are not along in our library problems. We included these out-of-staters as alternates because our first priorities were to our own state. But this could profitably be done as an inter-state proposal, with certain specifications that there must be some acceptances from other states.

The USOE was accomodating, precise in direction and efficient. We felt that the times we needed clarification on certain matters their office was most helpful. Our budget was good, and provision made for most contingencies.

Impact on our institution has been great, partly because the director has "made waves" in order to get some things accomplished - but also because we have seldom had so many "uncollegiate types" on campus, and I think the campus-at-large has been impressed with this group of fine people, dedicated to learning and self-improvement.

There are several important implications to this whole series of five workshops, gleaned from letters, from conversations with these people, etc:

(1) Many who came for only one or two weeks regret that they did not take advantage of all 5. (In this case we might have had to schedule it differently to accomodate more people.)

(2) Many who did not apply at all wish they had done so. They are hearing about it from those who were in attendance.

(3) Almost without exception participants hope that our State can do this another time - or something maybe within regions, possibly on an in-service training basis, through the aegis of our State Library. These people are eager to up-date what they have learned, and to continue their schooling.

(4) They'd like a session on personnel relationships and administrative problems; more cataloging, reference in more depth. Now they have a taste of the pie.

(5) Our brochure should have made it clear that this was not only 30 participants altogether but 30 <u>each</u> <u>week</u>.

In our state we have monthly regional bibliographic center meetings, designed to give our untrained people a chance to get together for one full day, to see new books, to go over new reference materials, to discuss problems, etc. Not always do these have 100% attendance - but now, because of the impact of this institute, I feel sure that more will attend, realizing the importance of such meetings as these. These people now will see the reasons for attending as many kinds of library gatherings as they can. Hopefully we have stressed the vital need to be as professional in attitude as possible, though we may lack professional training. The contact, I feel sure, of these people, with a professional staff, has been very important.

Many have become interested in library education, wanting to know when and how they should proceed. For the younger ones to whom this could be a reality, we may have accomplished some real recruiting for Idaho's public libraries.

CONCLUSIONS

For a first-time venture for this state, our institute has been most successful. Participants have without exception been eager, responsive, alert, and dedicated to learning things new to them. Consultation with individual instructors has corroborated my feeling that we have all had a most rewarding experience.

Were this to be repeated, it could justifiably be duplicated "as is" - but, from requests from enrollees there could be added either another week, which might deal with problems of personnel and administration, or possibly, time taken for these matters within one of the other workshop weeks. The entire plan of operation could effectively be used in states other than Idaho, as we are surely not alone in our basic library needs.

Some of our local frustrations could not possibly have been foreseen, but an institute of any kind would be more successful with extended library evening hours, for reading and study. Evening meals should be available on campus, particularly for those people who did not drive to this area, and who are living in dormitories.

Giving options for attendance, as we did, presented real confusion in making a final schedule of participants, yet accomodating enrollees in this way was important for them.

An assistant director was not written into the proposal, chiefly because it seemed, if there were to be one, this person should also be at the college, where we both might confer when necessary, or share various duties. But, in the absence of such an individual, the Director of our Idaho State Library has helped immeasurably, in selection of participants and in a continuous advisory capacity.

We have been asked to present, in this report, any suggestions which would be of help in conduct of future institutes. Time for writing the proposal and seeing it to completion is of greatest importance. Trying to do both these, in addition to a full-time teaching load, has been hectic. I firmly believe that there should be provision for both time and remuneration- before and after, as well as during - the institute, to work solely on institute matters. To observe the salary allotment for the institute director may, on the surface, seem adequate - but I have actually been involved with this for an entire year and innumerable hours have gone into this.

Further, our five instructors, though classed as "part time", were in truth full-time for their respective weeks. Much time must be spent in preparation, to do anything well - and also in subsequent evaluation. Remuneration should be given for this time involved.

If these inequities could be satisfactorily dealt with, I am sure this would be helpful to future programs of this nature.

Sometime hence a follow-up letter is planned, possibly to go out early in 1971, to see what is being done differently by these people, as a result of what has been, for all of them, a unique experience. Letters are already

coming in to our administrative offices, full of appreciation and gratitude for the experience. It has been a rewarding summer for all of us, staff and participants alike.

APPENDIX

THE BROCHURE

Library Institute

BASIC LIBRARY SKILLS FOR THE LIBRARIAN OF THE SMALL PUBLIC LIBRARY

PURPOSE:

In a state with a widely dispersed population, where professionally trained librarians are concentrated in the academic libraries, Idaho's some 90 small public libraries face a most serious lack of trained staff. With this in mind, Boise State College is offering a five week Library Institute, specifically directed towards those people who, without any formal library training, administer, or work in, small public libraries. This workshop is planned to upgrade skills and competencies, by training participants in the basic requisites to giving effective service in predominately rural communities.

OBJECTIVES:

The Institute will provide one week's concentrated and intensive instruction in each of the following basic areas, and on the dates given:

Reference services — June 8-12

Children's services — June 15-19

Cataloging of books and media — July 6-10

Selection of books and materials — July 13-17

Community services, public relations, publicity, media — August 3-7

PARTICIPANTS:

30 participants will be chosen. Priority of selection will be given to those professionally untrained people directly responsible for providing public library service in Idaho towns with a population of under 10,000. Next eligible are untrained people working in the ten public libraries of Idaho serving over 10,000. Basis of selection will be the desire to upgrade skills; the degree of committment on the part of the applicant to improve himself substantially; the probability that the applicant will have the opportunity to apply the greater knowledge gained through attendance; and the potential of the applicant to exercise greater influence in his community because of having attended the institute. Minimum educational requirement is a valid high school diploma.

PROGRAM:

Participan
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workshop
encouraged
entire institu
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weeks betwe
time to be h

CREDIT:

One seme
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the institut
given for the

STIPEND:

Each par
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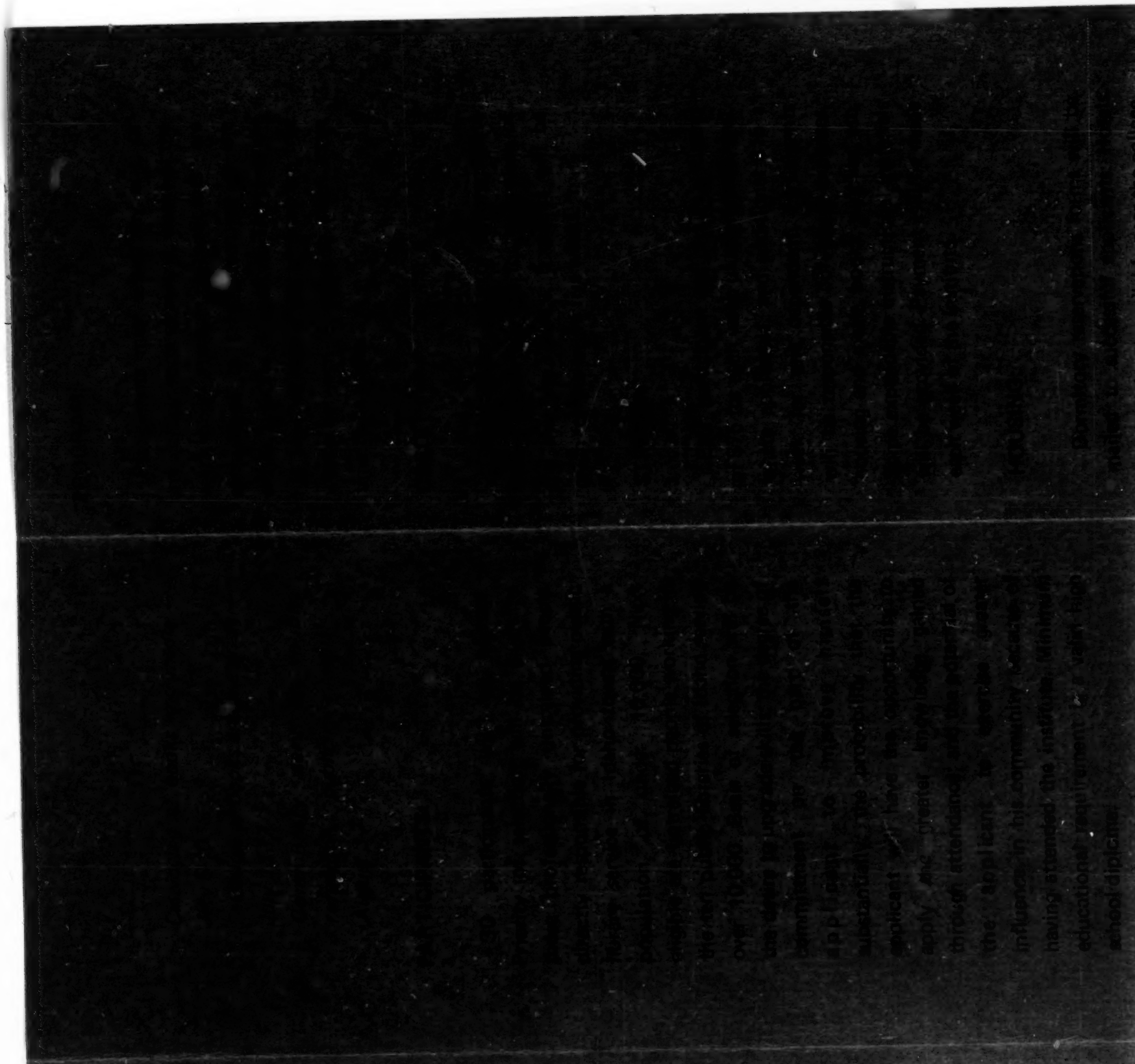
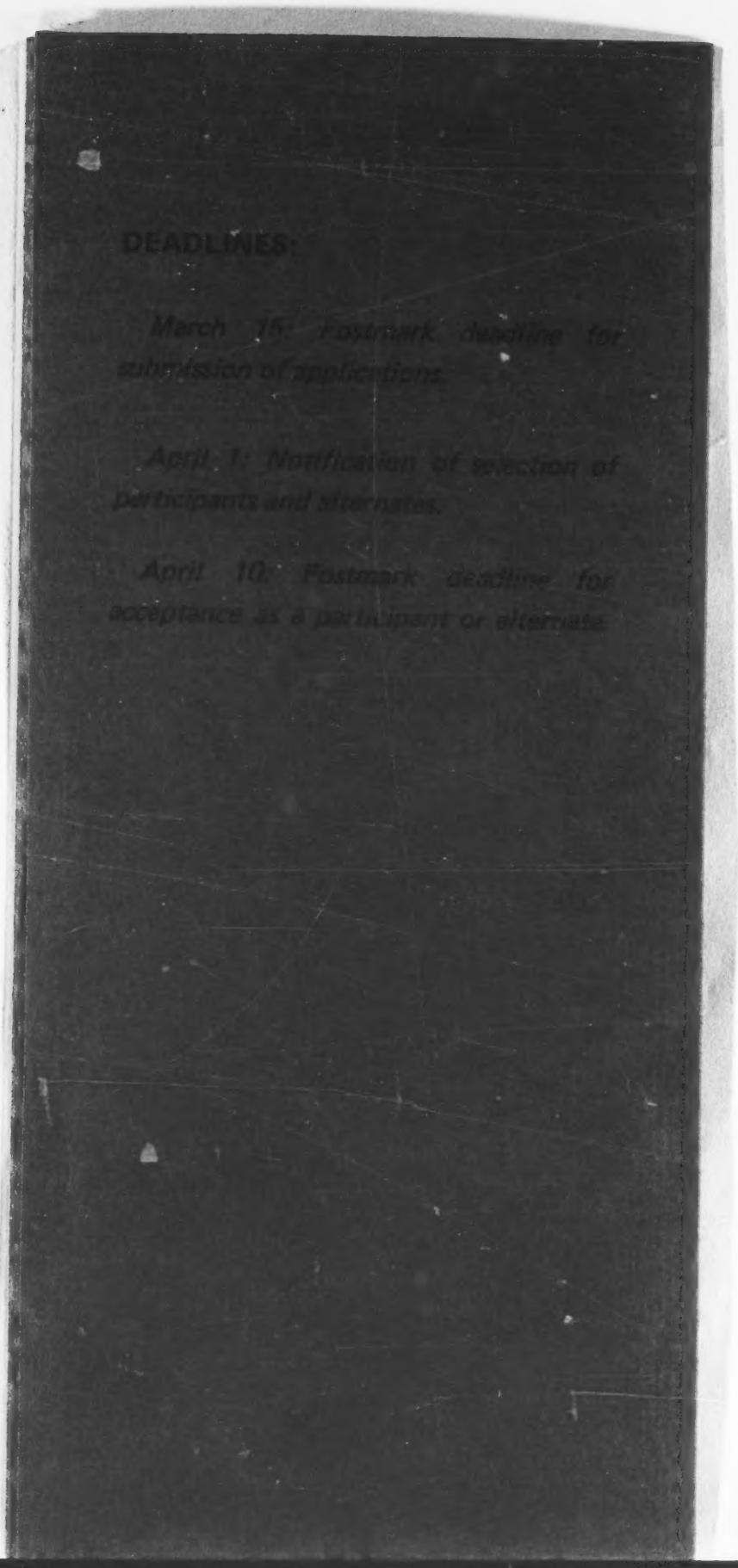
will be res
housing an
Some expe
will be pro
each week

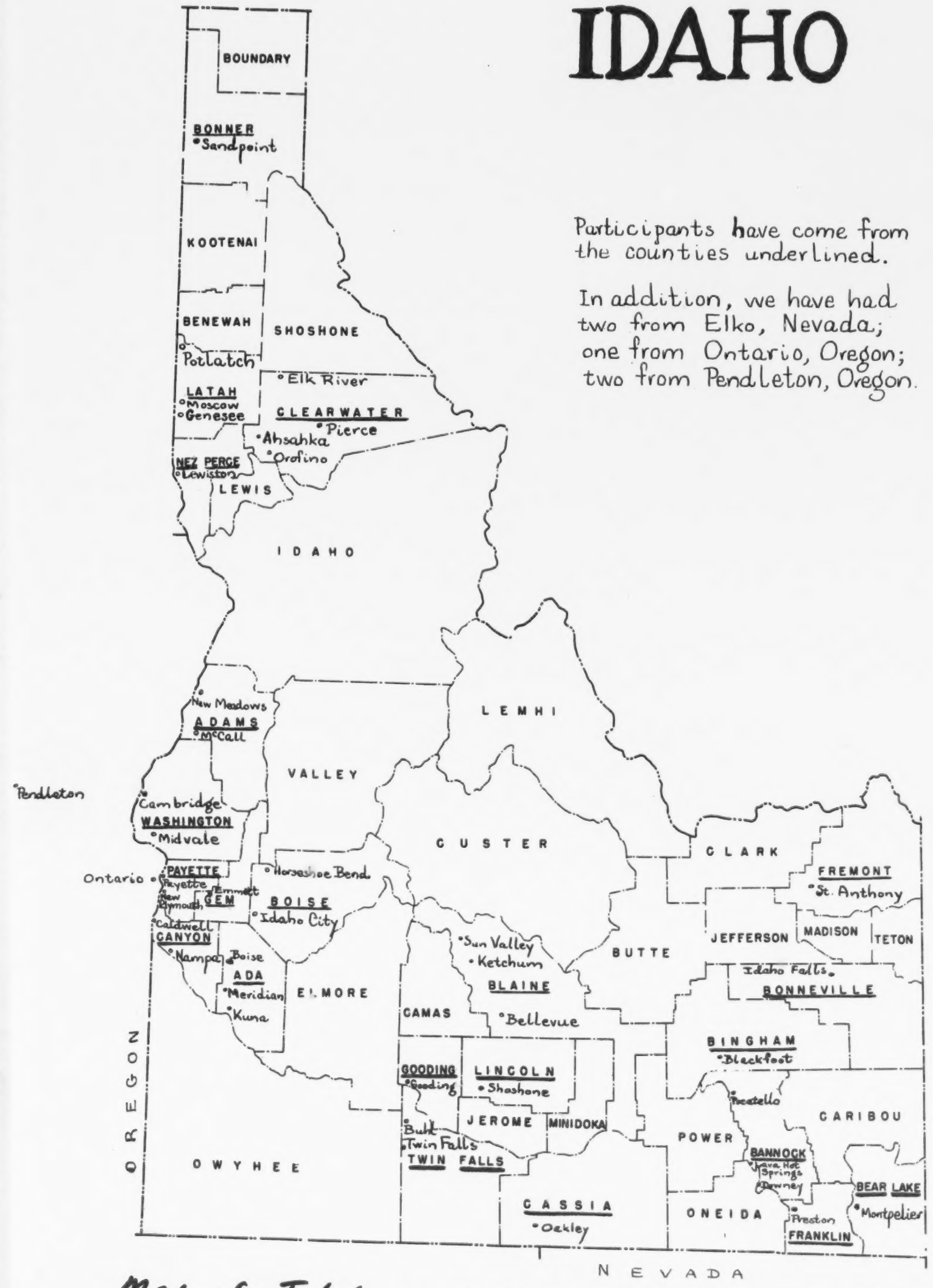
HOUSING:

Dormito
mailed to




DEADLINES:
March 15: Postmark deadline for submission of applications.
April 1: Notification of selection of participants and alternates.
April 10: Postmark deadline for acceptance as a participant or alternate.

IDAHO



Participants have come from the counties underlined.

In addition, we have had two from Elko, Nevada; one from Ontario, Oregon; two from Pendleton, Oregon.

Map of Idaho and Areas from which Participant

DIRECTORY OF IDAHO'S LIBRARIES
(Classified by Population Served)

Over 10,000

*Boise Public Library
*Pocatello Public Library
*Idaho Falls Public Library
*Moscow-Latah County Library System
*Twin Falls Public Library
*Lewiston-Nez Perce County Free Library
*Nampa Public Library
Coeur D'Alene Public Library
*Caldwell Public Library
*Lewiston Public Library

5,000 - 10,000

*Monpelier-Bear Lake County Library District
*Blackfoot Public Library
Bonners Ferry-Boundary County Free Library District
*Burley Public Library
Kellogg Public Library
Rexburg-Dadison County Library District
Mountain Home Carnegie Library
*Orofino-Clearwater County Library District

1,000 - 5,000

Aberdeen Public Library
American Falls Public Library
Ashton Public Library
*Buhl Public Library
*Arco-Lost River Community Library District
Council Library District
*Emmett Public Library
Filer Public Library
*Blackfoot-Snake River School-Community Library
*Boise-Garden City Community Library
Glenns Ferry Public Library
*Gooding Public Library
Grace Free Library District
Grangeville Centennial Library
Hailey Public Library
Homedale Library Station
Jerome Public Library

1,000 - 5,000 (cont.)

*McCall Public Library
*Malad-Oneida County Library District
*Meridian Public Library
Mullan Public Library
Osburn Public Library
Parma Public Library
*Payette Public Library
Pocatello-Portneuf Library District
Post Falls Public Library
*Preston Public Library
Priest River Library Station
Rigby City Library
Rupert-De Mary Memorial Library
*St. Anthony Public Library
St. Maries Public Library
Salmon Public Library
*Sandpoint Public Library
Shelley Public Library
*Shoshone Public Library
Soda Springs Public Library
Sugar City-Salem School Community Library
Wallace Public Library
Weiser Public Library
Wendell Public Library

Under 1,000

*Bellevue Public Library
*Cambridge Library Station
Cascade Public Library
Challis Public Library
*Downey Library Station
Dubois Library Station
Eagle Community Library
*Elk River School-Community Library
Fruitland Library Station
Garden Valley Syringa Club Library Station
Gibbonsville Library Station
Hagerman Library Station
Harrison Public Library
*Horseshoe Bend Library Station
*Idaho City-Boise Basin Library District
Kamiah Library Station
*Ketchum-Sun Valley Community Library
Kooskia Library Station
*Kuna School-Community Library
*Lava Hot Springs Library Station
Leadore Library Station
Lewisville Library Station
Mackay Public Library
Marsing Library Station

Under 1,000 (con't.)

Middleton-Cowden Memorial Library Station
*Midvale Community Library District
*New Meadows Valley Library Station
*New Plymouth Community Library
Notus Public Library
*Oakley Public Library
*Pierce School-Community Library
Plummer Library Station
Richfield Public Library District
Riggins-Salmon River Library Station
Ririe Library Station
Spirit Lake Library Station
Victor-Valley of the Tetons Library District
Weippe Library Station
Wilder Library Station

* Participants came from these libraries

DIRECTOR'S RECORD

Number of inquiries:	
By mail	125
Phone	63
Number of Packets sent out:	175
Number completed applications returned	102
Number first rank applicants	91
Number who declined after acceptance	16
Number of dependents	15
Total participants	61

Week 1	29
Week 2	28
Week 3	30
Week 4	28
Week 5	32
	147 "man weeks"

ROSTER OF PARTICIPANTS

Name	Home Address	Pre-Institute Employment Address	Post-Institute Employment Address	# of Dependents
Mrs. Sherry Ashmead	417 E. 42nd Boise, Idaho 83704	Asst. Librarian, Garden City Community Library	Same	0
Mrs. Vivian F. Barrows	1222 N.W. Horn Ave. Pendleton, Oregon 97801	Library Bookkeeper, Umatilla County Library	"	0
Mrs. LeOra Bloxham	Box 202 Downey, Idaho 83234	Librarian, South Bannock Free Library District	"	0
Mrs. Patricia R. Bowman	695 McAdoo Blackfoot, Idaho 83221	Librarian, Blackfoot Public Library	"	0
Mrs. Otillia Boydell	419 S. Owyhee St. Boise, Idaho 83705	Public relations librarian Boise Public Library	"	0
Mrs. Frances Brown	Rt. #2 Meridian, Idaho 83642	Audio-Visual Librarian, Kuna School-Community Library	"	1
Miss Wilma E. Brown	Box 855 Ontario, Oregon 97914	Librarian, Malheur County Library	"	1
Mrs. Eva H. Burnham	1210 Vista Drive Emmett, Idaho 83617	Librarian, Emmett Public Library	"	0
Mrs. Marie Jeanne Campbell	Ahsahka, Idaho 83520	State Hospital North, Orofino (Voc. Asst.)	"	3
Mrs. Bette L. Carlson	2107 Cleveland Caldwell, Idaho 83605	Library Clerk, Caldwell Public Library	"	1
Mrs. Erma Carrico	618 Washington St. Gooding, Idaho 83330	Librarian, Gooding Public Library	"	1

Name	Home Address	Pre-Institute Employment Address	Post-Institute Employment Address	# of Dependents
Mrs. Sara Martha Chitwood	Box 755 McCall, Idaho 83638	Librarian, McCall Public Library	Same	0
Mrs. Marian V. Cohen	1025 2nd Ave. N. Payette, Idaho 83661	Librarian, Payette Public Library	"	0
Mrs. Gladys M. Cole	409 East 41st St. Boise, Idaho 83704	Librarian, Garden City Community Library	"	0
Miss Donna Cowan	Box 180 Rt. #1 Nampa, Idaho 83651	Cataloging clerk, Nampa Public Library	"	0
Mrs. Aletha B. Cox	3116 Palouse Boise, Idaho 83705	Director, Nampa Public Library	"	0
Mrs. Daveda L. Crowley	Idaho City, Idaho 83631	Librarian, Boise Basin Public Library District	"	1
Mrs. Vivienne R. Dimick	318 N. 11th St. Montpelier, Idaho 83254	Librarian, Bear Lake County Free Library	"	0
Mrs. Yvette Dunbar	155 W. 13th St. Idaho Falls, Idaho 83401	Asst. Circulation Librarian, Idaho Falls Public Library	"	0
Mrs. Edith A. Ferm	1915 N. 9th St. Boise, Idaho 83702	Bookmobile Asst. Boise Public Library	"	0
Mrs. Kathryn Galloway	601 Quincy Twin Falls, Idaho 83301	Circulation Librarian, Twin Falls Public Library	"	1
Mrs. Isabel S. Handley	801 Hughes Drive Payette, Idaho 83661	Asst. Librarian, Payette Public Library	"	0
Mrs. Mary Lou Hanks	Rt. #2 Box 5 Potlatch, Idaho 83855	Branch Librarian, Moscow-Latah County Library	"	0

Name	Home Address	Pre-Institute Employment Address	Post-Institute Employment Address	# of Dependents
Mrs. Ada S. Hansen	209 East 2nd N. Preston, Idaho 83263	Librarian, Preston Public Library	Same	0
Mrs. Virginia Hanson	Horse Shoe Bend, Idaho 83629	Librarian, Horse Shoe Bend Library Station	"	0
Mrs. Barbara R. Hart	P.O. Box 2 Ketchum, Idaho 83340	Librarian, Ketchum-Sun Valley Community Library	"	0
Mrs. Dorothy Holben	Rt. #2 Genesee, Idaho 83832	Branch Librarian, Moscow-Latah County Library, Genese	"	0
Mrs. Ruth Hoskins	1342 Cedar Elko, Nevada 89801	Circulation Asst., Elko County Library	"	0
Mrs. Maxine Hubbard	801 Preston Lewiston, Idaho 83501	Asst. Librarian, Lewiston-Nez Perce County Library	"	0
Miss Corene A. Jones	401 S. Lilly Apt. 6 Moscow, Idaho 83843	Children's Librarian, Moscow-Latah County Library	"	0
Mrs. Gail A. Jorgensen	Lava Hot Springs, Idaho 83246	Librarian, Lava Hot Springs Library Station	"	0
Mrs. Evelyn B. Karaloff	812 9th Ave. N. Buhl, Idaho 83316	Librarian, Buhl Public Library	"	0
Mrs. June S. Klein	1260 First St. Idaho Falls, Idaho 83401	Asst. Librarian, Idaho Falls Public Library	"	0
Miss Cheryl Kohler	716 Balsam Pocatello, Idaho 83201	Asst. Librarian, Pocatello Public Library	"	0
Mrs. Florence B. McCord	1508 North 27th Boise, Idaho 83702	Technical Processes Asst. Boise Public Library	"	0

Name	Home Address	Pre-Institute Employment Address	Post-Institute Employment Address	# of Dependents
Mrs. Virginia L. McConnell	P.O. Box 121 Elk River, Idaho 83827	Librarian, Elk River Public School & Moscow-Latah County Bookmobile	Same	0
Mrs. Argie A. Milburn	1309 Hervey Boise, Idaho 83705	Tech. Proc. Asst. Boise Public Library	"	0
Mrs. Earl Miller	Box 146 New Meadows, Idaho 83654	Librarian, New Meadows Public Library	"	0
Mrs. Mary Louise Monaghan	625 Lynn Ave. Moscow, Idaho 83843	Cataloguer, Moscow-Latah County Library	"	1
Mrs. Beatrice Myers	1124 Canyon Street Nampa, Idaho 83651	Clerk, Nampe Public Library	"	0
Mrs. Nina M. Ogden	Box 239 Pierce, Idaho 83546	Librarian, Peirce Free Public Library	"	0
Mrs. Clara Ott	Rt. #1 New Plymouth, Idaho 83655	Librarian, New Plymouth Community Library	"	0
Mrs. Cora Perrigo	731 N.W. 5th St. Pendleton, Oregon 97801	Clerk, Umatella County Library	"	0
Mrs. Helen D. Price	395 N. 400 W. Malad, Idaho 83252	Librarian, Oneida County Free Library	"	0
Mrs. Nancy S. Sage	909 E. 4th St. Meridian, Idaho 83642	Librarian, Meridian Public Library	"	0
Mrs. Coral T. Saunders	817 8th St. N. Buhl, Idaho 83316	Asst. Librarian, Buhl Public Library	"	0
Mrs. Lureta Simpson	3022 South Ill. Ave Caldwell, Idaho 83605	Senior Clerk, Caldwell Public Library	"	0

Name	Home Address	Pre-Institute Employment Address	Post-Institute Employment Address	# of Dependents
Mrs. Elizabeth Stanford	Rt. #1 Orchard Ave. Nampa, Idaho 83651	Librarian, Kuna Public Library (School-Community)	Same	0
Miss Carole Jane Stonecipher	300 Main Y.W.C.A. Lewiston, Idaho 83501	Asst. in Lewiston Public Library	"	0
Mrs. Ollie Streitmatter	251 Bullion Road Elko, Nevada 89801	Ext. Librarian, Elko County Library	"	0
Mrs. Jeanette Talbott	513 Taylor Moscow, Idaho 83843	Library Asst., Moscow-Latah County Library	"	0
Mrs. Candy Trenoweth	Rt. #3 Box D-6 Orofino, Idaho 83544	Librarian, Clearwater Memorial Public Library	"	0
Mr. Warren E. Veale	Syringa Mobile Home Park Moscow, Idaho 83843	Director, Moscow-Latah County Library	"	5
Mrs. Bernice Vernon	1008 Chruch St. Sandpoint, Idaho 83864	Librarian, Sandpoint Public Library	"	0
Mrs. Judith E. Wallace	Box 181 Horse Shoe Bend, Idaho 83629	Asst. Librarian, Horse Shoe Bend Public Library	"	0
Mrs. Pearl Webster	463 Styner Box 427 Moscow, Idaho 83843	Children's Library Asst. Moscow-Latah County Library	"	0
Mrs. Helen M. Weeks	248 West First N. St. Anthony, Idaho 83445	Librarian, St. Anthony Public Library	"	0
Miss Gerri Witte	Rt. 1 Weiser, Idaho 83627	Clerk, Weiser Public Library	"	0
Mrs. Jane Woolsey	718 7th st. Lewiston, Idaho 83501	Children's Librarian Lewiston Public Library	"	0

Sample Correspondance

BOISE STATE COLLEGE

1907 CAMPUS DRIVE · BOISE, IDAHO 83707

We are happy to inform you that you have been a successful applicant for our library institute this summer, for the following dates:

If you plan to accept appointment as a participant in this institute, the following two items must be mailed to us no later than April 17, 1970.

1. A letter of acceptance
2. The enclosed application for stipend form

Unless the above instructions are followed, your name will be dropped as an institute enrollee on April 24, 1970, and a replacement will be selected from our list of alternate candidates.

Thank you for your cooperation.

Yours very sincerely,

Marjorie E. Fairchild

Mrs. Marjorie E. Fairchild
Library Institute Director

BOISE STATE COLLEGE

1907 CAMPUS DRIVE · BOISE, IDAHO 83707

Because of intense competition for space in the 1970 library institute, for which you applied, we have chosen our 30 applicants, placing your name on the list of alternates.

We have asked successful candidates to let us know no later than April 17th whether or not they still plan to attend. By April 24th, if we have cancellations, we will next get in touch with alternates. This puts you on a stand-by basis, and we appreciate your patience. You may be hearing from us!

Yours very sincerely,

Marjorie E. Fairchild

Mrs. Marjorie E. Fairchild
Library Institute Director

BASIC LIBRARY SKILLS FOR THE LIBRARIAN OF

THE SMALL PUBLIC LIBRARY

Summer Institute 1970 April 21, 1970

Boise State College

To all participants:

It occurs to me that there may be several things you will wish to know, and we'll try to clarify some of these, ere you arrive.

First--you know that Boise has hot summers! - but generally cool and lovely evenings. However, because of the air conditioning in our college buildings, I do recommend that you bring a sweater, (hoping that you'll not also wish that you'd brought your "longies"!)

There are many interesting things to see and to do in this area--but of course time for "extras" will depend on the amount of work involved in your workshops.

About stipends: We hope to have this set up on a weekly basis. But in case of delays in processing checks, we suggest that you bring sufficient funds to take care of contingencies--such as any texts and board and room for possibly two weeks.

Housing is no problem, and will be available in Morrison Hall. Rooms are to be $3 a day, with $2 or possibly $2.50 a day for all three meals. Check-in time is most relaxed, any time the Sunday preceding the weekly institute session, and check-out time Friday evening or Saturday, as you prefer. If you are staying the full two weeks, you may of course stay in the dorm over the weekend. Housing payments will be arranged by the individual appointed as house mother, on a weekly basis. Saga Food Service will have charge of meals.

You should arrange to be in the Library (where classes will be held) room 218, upstairs, each scheduled Monday morning by soon after 8. Registration will be taken care of at that time.

As you know, the purpose of the workshop is not only to upgrade basic skills, but also to increase effectiveness in your own communities. We trust that this will be an inspirational, as well as an educational, experience, and we surely look forward with real anticipation, to working profitably together.

We are enclosing biographical information about our staff, also, as this may be of interest to you.

My best to each of you.

Very sincerely yours,

Marjorie E. Fairchild

Mrs. Marjorie E. Fairchild
Library Institute Director

SPECIAL NOTES OF IMPORTANCE TO INSTITUTE PARTICIPANTS

(Please read carefully, and follow instructions which will apply to you.)

1. To all who are coming for REFERENCE SERVICES, June 8:

Please read the enclosed reproduced sheets on reference work, taken from Winchell's Guide to Reference Books, and be sure to bring it with you.

Bring also the State Library issued pamphlet (with the yellow cover) entitled Basic Reference Collection for the Small Public Library, 1969.

We'll have extra copies of this, for those who do not have it.

There will be one text to buy, available at the college bookstore:
Katz, William. Reference services (volume 2 of two) $7.50

2. To all who are coming for CHILDREN'S SERVICES, June 15:

There will be one text to buy, at the college bookstore:
Broderick, Dorothy. An introduction to children's work in public libraries. $4.00 (If you already have a copy, bring it with you.)

Mrs. Heninger will get in touch with you directly, about other matters of importance, prior to your arrival for class.

3. To all coming for the third week, CATALOGING, July 6:

There will be no text to buy. Copies of the following three books will be available as reference texts, and if you already have them, please bring them with you:
Akers, Susan. Simple library cataloging. 5th edition. 1969.
Dewey, Melvil. Abridged decimal classification. 9th edition. 1968.
Sears list of subject headings. 9th edition. 1968.

4. To all coming for the fourth week, BOOK SELECTION, July 13:

Please bring with you the ALA Small Libraries Pamphlet #5 which the State Library has made available to you. We'll have some copies available here for those of you who do not have this.

Also bring the following if you have them:
Carter. Building library collections. Any edition.
Haines. Living with books. 1950.

Purchase of the new edition of Carter, 1969, will be required and will be available at the college bookstore, $7.50. Copies of Haines will be available for reference use.

5. To all coming for the fifth week, COMMUNITY SERVICES, August 3:

No text; no purchases.

6. In addition: Dormitory application blanks are enclosed, and you return these directly to the address indicated. All meals are served at the SUB (Student Union) and you may purchase there a $5 meal ticket, to be used any time. Weekend meals are not served, but there are many places nearby where you may eat. Bring beeding, please! This may seem a nuisance, but you cannot beat $3 a might.

We enclose a map, so that you who are unfamiliar with our campus may be able to find the necessary landmarks. We have made corrections as this is what the campus will be like in 1971.

PUBLICITY

Examples of publicity appear on the next few pages. News items appeared in chosen participants' home town papers, in notices of scheduling in our regular summer school college catalog, and announcements were made on regularly scheduled radio and TV news programs.

The first letter is a sample of what was sent to newspaper editors.

ERIC Users Please note:

Articles from newspapers are not reproduced here.

BOISE STATE COLLEGE

1907 CAMPUS DRIVE · BOISE, IDAHO 83707

The Library
April 28, 1970

Mr. Ralph Hunter, Editor
Valley News Times
702 South First Street
Meridian, Idaho, 83642

My dear Mr. Hunter:

We shall appreciate notice in your paper, at your early convenience, of the acceptance of Mrs. Nancy S. Sage, Librarian of the Meridian Public Library, into our summer 1970 Librarianship Institute.

This program has been designed for the untrained librarians of Idaho's small public libraries, and is funded under Title II B of the Higher Education Act. It will run for five weeks, each week a separate workshop. Thirty participants for each week have been accepted, from all over the state, with subject matter and instructors as follows:

June 8 - 12, Reference Services. Instructor: Mrs. Aileen Wright, from the University of Washington School of Librarianship, Seattle.
June 15 - 19, Children's Services. Instructor: Mrs. Irene Heninger, also from the University of Washington School of Librarianship.
July 6 - 10, Cataloging. Instructor: Mr. Edward Linkhart, Librarian, Nez Perce County Free Library, Lewiston, Idaho
July 13 - 17, Book Selection. Instructor, Mr. Robert Bruce, Librarian, Twin Falls Public Library, Twin Falls, Idaho.
August 3 - 7, Community Services. Instructor, Mrs. Ann Barnes, Librarian of the Curriculum Resource Center, Boise State College.

The entire summer session is directed by Mrs. Marjorie E. Fairchild, Assistant Professor of Library Science at Boise State, and is designed to improve the basic skills and competencies of the people serving our small community libraries with no previous library training.

Thank you for publicizing this for us, and I am sure Mrs. Sage will appreciate the recognition.

Yours very sincerely,

Mrs. Marjorie E. Fairchild
Library Institute Director

COPY

CERTIFICATE OF AWARD

This was presented to all participants.

Boise State College
Certificate of Award

This certifies that

_____

is hereby granted this Certificate of Award for the outstanding record made in the Title II-B Librarianship Institute, BASIC LIBRARY SKILLS FOR THE LIBRARIAN OF THE SMALL PUBLIC LIBRARY, held at Boise State College June 8-19, July 6-17 and August 3- 7 , 1970.

In Witness whereof, our signatures are hereunto affixed this 7th day of August, 1970.

_____ _____

Miss Helen M. Miller
Director, Idaho State Library

Mrs. Marjorie E. Fairchild
Library Institute Director

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LITHO IN U.S.A.

EVALUATION BY PARTICIPANTS

This questionnaire was given out each week, to all the enrollees attending. Evaluative totals are on the sheet which follows the questionnaire.

STUDENT EVALUATION OF PROGRAM
TITLE II - HEW

Librarianship Institute
Boise State College

- BASIC SKILLS FOR THE LIBRARIAN OF THE SMALL PUBLIC LIBRARY

I. Please rate this week's experience using the following scale:

A - very good
B - good
C - average
D - poor

Friendliness and general atmosphere of the program _____

The program itself _____

Service of the main library staff _____

Kindness, courtesy _____

Director _____

Consultant _____

Facilities _____

Materials available _____

Suggestions? (Responses are welcome)

II. Rate the following questions with the scale indicated:

A - More than I expected
B - About what I expected
C - Less than I expected

How helpful has this week been to you? _____

How effective has it been, in meeting your needs? _____

How challenging? _____

How much do you feel that you have learned? _____

How much effort have you put forth? _____

Suggestions or comments?

Composite Tally of Preceding Questionnaire

Please rate this week's experience using the following scale:

A - very good
B - good
C - average
D - poor

	Reference				Child. Serv.				Cataloging				Bk. Selection				Comm. Serv.			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Friendliness and general atmosphere of the program	25	1	0	0	23	3	0	0	28	0	0	0	26	0	0	0	32	0	0	0
The program itself	23	3	0	0	12	13	1	0	24	4	0	0	24	3	0	0	32	0	0	0
Service of the main library staff	16	10	0	0	17	8	0	0	22	3	0	0	24	3	0	0	32	0	0	0
Kindness, courtesy	22	4	0	0	22	4	0	0	28	0	0	0	27	0	0	0	32	0	0	0
Director	26	0	0	0	24	2	0	0	28	0	0	0	27	0	0	0	32	0	0	0
Consultant	23	1	0	0	20	5	0	0	25	3	0	0	24	2	0	0	32	0	0	0
Facilities	17	7	2	0	12	14	0	0	19	6	3	0	19	7	1	0	25	7	0	0
Materials available	16	10	0	0	20	5	0	0	21	6	0	0	24	3	0	0	32	0	0	0

II. Rate the following questions with the scale indicated:

A - More than I expected
B - About what I expected
C - Less than I expected

	Reference			Child. Serv.			Cataloging			Bk. Selection			Comm. Serv.		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
How helpful has this week been to you?	18	7	1	14	7	5	17	11	0	16	11	0	25	5	2
How effective has it been in meeting your needs?	20	6	0	12	10	3	14	14	0	15	12	0	20	7	5
How challenging?	21	5	0	11	11	4	16	11	1	20	7	0	20	5	7
How much do you feel that you have learned?	23	3	0	13	10	3	18	10	0	18	9	0	30	2	0
How much effort have you put forth?	9	15	0	5	18	3	12	14	2	13	14	0	10	20	2

COMMENTS FROM PARTICIPANTS *

"Director went far beyond the call of duty on every score."

"Warmth and hospitality by college and state library personnel - much appreciated."

"These courses are fulfilling a heart-felt need in Idaho. I'm sure our libraries will be reflecting this added knowledge tremendously in the next 5 years. We're really on the way!"

"Would like to be offered a course in handling personnel and library administration another year."

"Wish more of our staff could have had this."

"It has been a great learning experience for me."

"I felt that the consultant and director were very concerned and helpful in the few problems that we had."

"The class discussions were very helpful to me."

"I have greatly benefitted from this course."

"I appreciated this opportunity and hope there could be more - perhaps regionally."

"How wonderful someone realized that a lot of library workers are untrained and made it possible for us to attend this institute."

"Communication between students and faculty have been excellent."

"A most wonderful opportunity to learn our needs, from the basic to the more advanced. Now to put the knowledge to work! Thank you!"

"Mrs. Fairchild has done a marvelous job of conducting this institute."

"There should be yearly seminars to up-date staffs in these rapidly progressing times; open to varied staff members as well as the heads."

"Will follow up with much reading at home - just not enough hours during the week to read all extra reading."

"As I have not worked in children's services except in a substitute position, I had very much to learn, but feel very inspired to learn more, and perhaps do story-telling or something on this order with children. Thank you."

* Taken from Student Evaluation Sheets

"The program has been very worthwhile, and I feel that I have been helped by taking it, and will be able to apply parts of it in my library."

"Am grateful for opportunity offered by this Institute."

"A very rewarding and helpful experience."

"The main benefit of this course is that all the ideas stressed flexibility so that we learned how to adapt new suggestions to our own situations. We are going to start a story hour, using the things we have learned here."

"Delighted that such a course could be available to assist us."

"It has been just great. I surely hope we can participate in more programs of this type."

"Being able to meet other librarians from all over the state and comparing interests and problems, and also meeting personnel from the State Library and discussing our situations with them is fabulous!"

"I feel very fortunate to be able to be a part of this institute. I have learned many things that I had never really given thought to before."

"It's been a very challenging and worthwhile week."

"The program was very effective, both individually and as a group - most informative and pleasurable."

"Continue this each summer!! Grow more demanding on students. Have each attendee write short news releases to be turned into his local paper on the week's institute."

"I will be forever grateful for both the opportunity and the learning. Perhaps as one becomes older, one really appreciates all the work necessary to have such a successful program."

OVERALL EVALUATION OF INSTITUTE *

This sheet is for those of you who have come for any two or more (up to all five) weeks.

Think through very carefully a total program evaluation - such matters as how effective has this been in

a. upgrading your skills and competencies?

b. making you a more effective librarian, in your own local community?

c. making you more aware of the importance of library education?

Also, would you now make greater effort to:

a. attend the regional bibliographic center meetings in your area?

b. attend your state library association meetings?

c. get together whenever possible with other librarians?

Has this been a meaningful experience for you, and if so, in what ways?

If we could do something similar another time, what would you like it to be?

Was any one week of the five more helpful than others? If so, why?

Please express your overall opinions - (local frustrations of the building, remodeling, noise and confusion of a developing institution please try to overlook! We have appreciated your patience and understanding.)

*This questionnaire was given 40

OVERALL EVALUATION

(Comments from participants coming to all five weeks)

"This experience has developed an awareness of what a tremendous field of service is open to us."

"I learned that I need to improve my image as a public librarian."

"This college course has upped my standing in the public's mind."

"A wonderful sharing of knowledge to give an overall upgrading of both old and new learned skills."

"Not only was the instruction very good, but the workshop idea of sharing our experiences and problems, and finding new ways of dealing with them, was good."

"These workshops have made me more enthusiastic and aware of educating the public and serving them better."

"Instructors - terrific!! All so different, but each exciting and inspiring individuals."

"Very good. The overall institute has at different times stressed the importance of reaching all - from pre-school to the senior citizen."

"A very meaningful experience. Was helpful in giving me confidence that I was approaching my library problems in the right manner."

"A very fine Institute. A privelege to be in attendance. Most helpful to me in many ways. Many new ideas were gained and I have put some use in my library. Thank you."

"Excellent!! I've gained in more ways than I could say. The instructors have been most helpful and cooperative. The director did everything possible for physical comfort and mental stimulation. Thank goodness someone was willing to spend the time, energy and thought to see this through. Many of us feel more secure in the jobs we're attempting."

"Our gab sessions, in and out of class, have shown us how to solve little petty problems that always turn up in small operations where an instant decision or action is required. Am only sorry more of us "Para-librarians" could not have the same experience."

"Learning new ideas and ways of doing things, meeting other Librarians and becoming more knowledgable in your chosen field is so important in doing a good job. This Institute has done all of these things and more. The Institute Director has done a tremendous job in getting a group like this together."

INDIVIDUAL WEEKLY PROGRAMS

AND

CONSULTANTS' EVALUATION

Week I	Reference Services ------	Mrs. Aileen Wright
Week II	Children's Services -----	Mrs. Irene Heninger
Week III	Cataloging ----------	Mr. Edward Linkhart
Week IV	Book Selection ----------	Mr. Robert Bruce
Week V	Community Services ------	Mrs. Ann Barnes

Librarianship Institute

WeekI June 8 Reference Services

OBJECTIVES

-to help those serving the public in the small public libraries of Idaho become more effective reference librarians. Because of the limited time and the emphasis on this Institute, the introduction of reference source materials was not stressed. Instead an attempt was made to suggest types of sources and the kinds of questions to be answered by them, and information to be obtained from them.

Although for the most part those in attendance lacked formal education beyond the high school level, participants were intelligent, eager to learn, and generally had a fair grasp of problems in serving the public. Therefore the approach was elementary, practical and flexible according to their needs.

TEXT:

Katz, William, Introduction To Reference Work. Volume 2: Reference Services. McGraw Hill, c1969.

PROGRAM OUTLINE

Monday: 10:30-12 1:30-4:30

1. The Library: a brief outline of the history and purposes of libraries in general.

2. Public Library: emphases of the public library and its development.

3. Reference service: its beginning, development and the reasons for reference service.

4. Reference books: purposes, evaluation and selection of these. (as a general type of material.)

Tuesday: 8-12 1-4 7-9 p.m.

1. Reference service: how much to provide; to whom; types of service.

2. Sources of information: librarian, general collection, reference collection, local resource persons, etc.

3. Tools of service: necessity of bibliographies and indexes - basic titles; bibliographic citation; brief introduction to pamphlets, pictures, records etc. as tools of reference; importance of government publications at all levels.

Wednesday: 8-12 1:30-3:30 7-9 p.m.

1. The reference question: Definition, types of questions
   interview technics
   steps to follow in searching for material
   conclusion of search! follow-up.

2. Information sources, cont'd: a brief introduction to encyclopedias, dictionaries, encyclopedia supplements - their scope, aims and importance as reference sources.

3. Tour of State Library facilities: examination of reference collection with members of staff describing services available and various procedures. Part of the purpose of this tour was to illustrate that quality of service does not have to depend on quantity of space available in the library.

Thursday: 8-12 1:30-4:30

1. Information sources, cont'd: a brief introduction to approaches used in biographical and geographical source materials and types of questions answered by them; a guide to evaluation in these areas.

2. Division into two groups with each having equal time to work on reference assignment and examine materials, and for role-playing using questions involving reference sources and various aspects of reference service and administrative policy.

3. Session of questions originated by students with suggested types of reference sources to consult coming from rest of class.

Friday: 8-12 1:30-4

1. The reference collection: discussion of facilities, policies, record-keeping, and ways to evaluate the collection.

2. Cooperation: attitudes, problems, advantages, types.

3. Interlibrary loan

4. Future developments to be expected in the reference area

5. Speaker: representative of State Library staff to discuss A-V materials and their importance in a reference collection and as reference tools, as well as implications for the future and how they might affect Idaho's small public libraries

6. Problem discussion

Various handout materials were used and are attached. The required text was Introduction to Reference Work: Vol. II by Wm. Katz with Vol. I optional for purchase. Required readings were from both volumes. All reading list materials were available in the classroom and were heavily used.

The major assignment was given Tuesday morning with the explanation that the student was not required to hand anything in but there would be discussion time Friday. In addition it was understood that the main purpose of the assignment was to encourage the student to examine reference selective aids, evaluate and verify reference sources. A special two-hour session was held Tuesday evening in the library with the instructor available to aid students in their assignment.

In addition to this question students were asked to examine reference materials generally according to evaluative points and examine the selection aids and bibliography of reference.

STRENGTHS, WEAKNESSES, ACCOMPLISHMENTS, OBSERVATIONS

1. There was difficulty in addressing the needs of all segments represented-some of those in attendance were from libraries of sufficient size to supply a considerable amount of reference service and would perhaps have benefited more from discussion of new materials in reference rather than service and types of sources.

2. An assignment involving question-solving might have been added with more of it done in class. About 3 - 4 class hours were spent on oral questions with suggested source types.

3. It was difficult to keep reference service separated from administration. A combination course maybe?

4. Role-playing was a definite strong point and seemed to reap benefits.

5. Learning how to deal with customers, to analyze their needs and where to start looking for answers was essential for those in smaller libraries (the majority). The approaches and discussions seemed fairly successful.

6. Ability to relate problems of providing adequate reference service to each other seemed helpful.

7. The major strength of this week's workshop was in showing these ladies ways of improving service to their communities in spite of the handicaps of limited money, facilities and materials under which they operate.

8. A follow-up workshop addressed to regional center personnel and dealing with special problems of providing service would be of definite value.

9. Limited college library hours caused extreme hardship in accessing materials needed for this week. The institute director and the reference services consultant took the responsibility of opening the library for extra use of participants.

May 15, 1970

To all participants coming to Reference Services, June 8:

The week of our Institute on Reference Services is fast approaching, but before you arrive in Boise it will be helpful if you can find time for the following:

1. Read the reference article by Mudge, which you have already received in the mail.

2. Read pamphlets #1, 2A (sections I-V) and 9 of the ALA Small Public Library series. Bring this set with you.

3. If you have not already done so check reference titles in your library collection against the 1969 Basic Reference Collection for the Small Public Library list issued by the State Library. (Be sure to note edition and/or publication date discrepencies.) Bring the checked list with you.

I hope too that you will bring your ideas, problems and questions, so that through discussion and mutual exchange of information we can arrive at effective methods of serving Idaho's reference needs.

See you June 8th.

Aileen Wright

P.S. We'll have extra copies of materials in (2) and (3) for those of you who may not have them.

REFERENCE SERVICES

Based on the materials now in your library collection which are useable as information sources, and your knowledge of your community, draw up a list of 10-15 reference materials you feel are essential for purchase if your library is to provide effective service to the community. Do not necessarily restrict your choices to books.

Titles may be selected from standard aids or from recent reviews. Be prepared to justify each title selected. It may be a brand new title or a new revision of an older title, but this should be a top priority list - not a dream list. It should become a working list from which you will order new titles during the next year or so. Keep in mind your budget when a decision is between materials serving similiar purposes, but do not consider it a deterrent to a needed title that should be on the list.

Cite each title chosen and source of information on a 3 x 5 card. A brief annotation will be helpful for your future referral.

Some points to remember:

1. Consider other resources in the community for reference information, e.g., junior college, school, etc. (How much cooperation has been generated and will it be possible to check this list against their collections to avoid duplication of expensive works.)

2. Accessability to interlibrary loan will be a factor to consider.

3. How many similar questions have been asked and not answered for lack of materials in a subject area?

4. To serve the community effectively you must provide incentives to non-users too. What are some of the community interests not represented in your reference collection?

REFERENCE SERVICE - SUGGESTED READINGS

Clark, Collin. "Four-Alarm Reference Service", Library Journal, April 15, 1968, pp.1594-7.

Flood, Barbara. "Referencemanship", RQ, Fall 1967, p.3.

Heffernan, Virginia. "The Public Library's Greatest Challenge", RQ, Winter 1967, p.72.

Hutchins, Margaret. Introduction to Reference Work. Chicago: ALA, 1944.

Katz, William. Introduction to Reference Work: Vol.I Basic Information Sources. NY: McGraw-Hill, 1969.

_____, Vol.II Reference Services. NY: McGraw-Hill, 1969.

Mathews, Virginia. "Response to Change: Public Library Service in the 70's", mimeographed paper, NY: National Book Committee, December 1969.

Mudge, Isadore G. "Reference Work and Reference Books", in Winchell, Constance M. Guide to Reference Books. 8th ed. Chicago: ALA 1967 p.xiii.

Poole, Mary E. "What is Reference Work?" Library Journal, April 15, 1960, p.1522.

Reynolds, Michael. "Interlibrary Loan: A Reference Service", Library Trends, January 1964, p.425.

Rothstein, Samuel. "The Measurement and Evaluation of Reference Service", Library Trends, January 1964, p.456.

Rowland, Arthur, comp. Reference Services, Hamden: Shoe String Press, 1964. #1, p.3. The Early History of Reference Service in the U.S. Kaplan.

_____, #6, p.35. Reference Service: the New Dimension in Librarianship. Rothstein (also in College and Research Libraries January 1961, p.11.)

_____, #21, p.153. The Reference Librarian. Reed (also in Library Journal January 1, 1956, p.21.)

_____, #22, p.156. Introduction to Reference Work. Freeman

_____, #23, p.166. Some Characteristics of Reference Work. Cole. (also in College and Research Libraries, January 1946, p.45.)

Suggested Readings - cont'd

The Small Public Library. Chicago: ALA, 1962-3. No.1, The Public Library: A Tool for Modern Living. Wessells.

_____, No.2A, Suggested Policies for Public Libraries.

_____, No.9, Reference Services in a Small Public Library. Severns.

_____, A, Suggested Reference Books
_____, B, Which Book for the Topic?
_____, C, The Vertical File
_____, D, The Public Library and Local Historical Sources. Crittenden.

_____, No.12,p.8. Reference Work with Children. Rysdale.

Strable, Edward. "Some Questions and Answers About Library Reference/ Information Service", Idaho Librarian, July 1965, p.86.

Wheeler, Joseph. "Bettering Reference Service", RQ, Spring 1967, p.99.

Wyer, James I. Reference Work. Chicago: ALA, 1930.

LIBRARIANSHIP INSTITUTE

WEEK II CHILDREN'S SERVICES

The over-all emphasis of this week was the development of rudimentary professional skills and attitudes, among the large number of small town librarians in Idaho who bring devotion, but little training, to their jobs.

It was my aim in teaching the children's services and literature section of the Institute to encourage the development of an inviting, attractive, pleasant, out-reaching atmosphere in the libraries open to children; to propose programs to entice children to discover the joys of reading; to suggest routines that make the child feel confortable and competent in the library, free from unnecessary restrictions and rules; to develop an awareness among participants that the library must be fully available to all people, regardless of economic or ethic backgrounds.

The technique used to present this program was a combination of formal lectures, the showing of examples of materials and activities, the use of films to instruct participants as well as exemplify materials available for use in their communities. The course was planned with a specific structure, but with sufficient flexibility to allow members of the group to discuss ways to adapt programs to individual situations.

Specific instruction was given in (1) the general history of children's literature and libraries and the criteria for selecting quality materials; (2) the need to weed and upgrade tired collections with emphasis on carefully guided selection; (3) the techniques for selecting and building a quality collection of books, paperbacks, pamphlets and inexpensive materials; (4) ways and means to present picture book, storytelling, and film programs; (5) the importance of doing book talks for school classes; (6) ideas about various reading programs and book clubs for children; (7) the need for enlightening parents on the importance of their children's use of the library and the attractive materials and activities available.

In order to impress upon the participants the necessity to know books, if they were to be able to present them successfully to children, the instructor, prior to workshop time, selected 30 paper back titles (quality children's books) and sent five books to each participant, to be read before the Institute. During the last day of the meeting we formed discussion groups, in which six people discussed before all participants the five books they had all read.

In addition, all read the text (An Introduction to Children's Work in Public Libraries by Dorothy M. Broderick. H.W. Wilson Co., New York, 1965) during the week, examined picture books and non-fiction books, and used various book selection aids, both current and retrospective.

Lively discussions and active participation by all those at the Institute seemed to signal a successful week. The external planning done by Mrs. Fairchild was superb and everything ran smoothly. The feeling of progressive, innovative ideas and attitudes which seemed to permeate the entire group bodes well for improved, modern public library service in Idaho, in-so-far as extremely limited budgets will permit. This was a useful, successful and stimulating week.

LIBRARIANSHIP INSTITUTE

WEEK 3 CATALOGING

OBJECTIVES:

It was my intent to use the week to instruct the participants in the essentials of the cataloging skills, to give them the basic information necessary to organize their collection for more efficient use by their patrons. Simplification was to be stressed. After almost seven years in Idaho I was very aware of the fact that the librarians of our small public libraries lack the knowledge of what is basic classification, assignment of subject headings, and adequate filing. But I also knew that they do not lack the ability to learn or the desire to serve their public. I realized that most of them have only a high-school education, and one or two years of college is an added blessing and training. It was planned to follow a workshop procedure, with plenty of time for discussion and questions, rather than a lecture format.

The following schedule was used:

MONDAY:

Introduction of each participant by library, training, etc. and the completion of the necessary enrollment procedures. As a preliminary a discussion of why we have a card catalog and what we accomplish by locating books properly through the card catalog. An explanation of the use of Sears, Dewey, and the use of some manual such as Akers.

TUESDAY:

The form of the catalog card, stressing that it is more important to be consistent in spacing than counting the spaces, the different types of entries for the main entry cards. How the subject headings are assigned and the Dewey numbers determined. Starting use of typewriters that have been furnished by the college to do some practice.

WEDNESDAY:

An explanation of the various types of added entry cards and shelf list cards. Some time on the physical preparation of the books; what book cards to make, pockets to use, and placement. Stress of use of plastic jackets and identification tapes. Continued use of typewriters and showing of their own cards on the opaque projector. Special types of materials are covered: records, films, and also how to use the Cutter tables.

THURSDAY:

Demonstration of the various filing rules. The participants themselves to do as much as possible. Stress what they must not make their own rules or subject headings. Some discussion of circulation procedures.

FRIDAY:

Review of the principles and questions period. Time for some problems that they have brought and explanation as to how to handle these problems. Final summary included use and sources of printed cards.

EVALUATION:

I was able to follow my schedule and believe that the workshop procedure was the proper one to use. The real test is going to take place in participants' own libraries. I do feel that the participants know how to make their catalog cards, how to select and build Dewey numbers, and how to assign subject headings. I was very pleased with the attitude of learning: they so much want to know what to do.

STRENGTHS:

The use of the workshop technique enabled us to travel at a speed sufficient for all; we never proceeded from one assignment to another till each person was satisfied that principles were understood. The use of typewriters and the opportunity to make sample cards helped them to understand the principles. The entire class had a good relationship with each other; they all shared, they all learned.

WEAKNESSES:

(Need we mention the physical problem with the air conditioning?). There is simply no text that could have been used; all are too difficult to be called "basic". I also feel that I could have handled the class better had I had it in my own medium-sized public library with my own card catalog as a demonstration.

OBSERVATIONS:

These nice ladies really shouldn't be spending all the time that they will be in doing their own cataloging. They should be buying Wilson cards (or others available) when possible, but they do not have the money. I intend to press for some sort of subsidy through the Idaho State Library, so that they might receive funds for such cards. In addition, each regional center should see that they all have copies of Sears, Dewey, and the Public Library Catalog.

From observations and questions, participants would like this sort of workshop repeated. They have all expressed a great need for this.

LIBRARIANSHIP INSTITUTE

WEEK IV BOOK SELECTION

From considerable experience with small libraries in rural communitites, I have developed a conviction that, with rare exceptions, book selection is a haphazard process. The librarian has no conception of the functions of the public library, little background in books or the use of books, very limited knowledge of the community served by the library, and no systematic plan for the library's development.

These deficiencies cannot be remedied in one week. My aim here has been to start the librarians thinking about their libraries' present state and about their ideal relation to the community. To this must be added some basic knowledge of the criteria and tools of book selection.

The attached brief outline of the course was closely followed. There were, of course, modifications brought about by the personalities that made up the class, by limitation and variation of individual experience, and by class response and questions. However, the outline proved workable.

I worked for maximum class participation in discussion. The members of the class, with possibly two exceptions, cooperated enthusiastically. It was most interesting to see that analysis of the community and its needs and the library's ability to meet these needs led to the individual's analysis of her effectiveness as a librarian.

The course outline shows that each days' work fell into a definite pattern: (1) Discussion based on previous day's work. There were always questions, and always more ideas to advance on yesterday's topics. (2) Discussion of the work assignment. (3) Lecture on new topics leading to (4) assignment of next day's work and reading assignments. The informal lecture was interspersed with questions directed at individuals in the class.

Emphasis throughout was on class participation, and this, I think, was the chief strength of the course. This is shown by the letters I have already received from members of the class telling of application of principles formulated in the class, expecially in the writing of book selection policies. Class members seemed to especially enjoy the opportunity to talk about books and to share their pleasure in books.

The weakest point in the course was my failure to have some specific materials for the the librarians to take home and review

at their leisure. Were I to give the course again, I would have a syllabus ready for distribution at the end of the course. There should be more time spent on the techniques of acquisitions work. We only touched on this, due to lack of tiem. This could be an institute in itself.

Librarians from Regions II and IV use the Reference Center resources in book selection. Those from Region III refer, to some extent, to the State Library. In Regions I and VI, the librarians are on their own. Region V was not represented.

Wednesday-

1. Questions on previous day's class work. Further discussion of criteria for book selection. Reports on Tuesday's work assignment.

2. Tools of book selection
   A. Book-reviewing periodicals
      Booklist — Saturday Review
      N. Y. Times Book Review — Library Journal
      Publishers' Weekly
      others

   B. Book Review Digest
      Book Review Index

   C. Wilson Standard Catalog series

   D. Reader's Adviser

3. READING ASSIGNMENT: Carter, p. 70-89; Haines, 275-351.

Thursday-

1. Discussion of previous day's class work. Discussion of assigned reading.

2. The book budget

3. Budget stretchers
   Paper backs — McNaughton Plan and Tartan Books
   Second-hand dealers — Jobbers and discounts
   Cooperative buying — Memorials
   others

4. Other materials
   pamphlets — LP Records
   magazines — newspapers
   Framed art prints

5. WORK ASSIGNMENT: Write down the strong and week points of your library collection. What are your priorities in building up your collection?

Friday-

1. Discussion of Thursday's work assignment

2. Binding and repairing (film)

3. Censorship (Freedom to read)

4. Rental collections

Friday-

5. Reading levels
   Why buy light fiction? Why not buy it?

6. Bases for a permanent collection
   Replacements

7. Brain-storming session on the course.

Librarianship Institute

Week V August 3 Community Services

OBJECTIVES AND PROGRAM:

Developing in participants an awareness of the many possibilities existing in Community Services, Public Relations, Publicity and Media was the objective of the fifth and final week of this institute.

The library can and should take a more dynamic role in today's communities by initiating, sponsoring and aiding in a variety of activities. Book discussion groups, story telling, summer reading programs, book fairs, teen-age programs, creative dramatics, speakers for clubs and organizations, services to shut-ins, nursing homes, special education classes, were a few of the topics discussed.

Members of the group were asked to make an inventory of the services they now offer or have offered within the last six months, and to evaluate the effectiveness of them. Which services not presently offered, but which could be added, and who could help with these, was discussed and noted on their lists.

The films Idaho Libraries Today and Reaching Out were shown to emphasize the services a community library can and should provide.

Many topics seemed to overlap between public relations and community services and often there was no distinct line as to which category they belonged. The use of community service organizations to help sponsor some of the

worthwhile programs seemed to be one that would provide community services as well as promote public relations. Each librarian was asked to promote a local "Friends of the Library" group. The involvement of these groups could add insight into problems, services and responsibilities encountered by the library, and places before the public a truer picture of library service and how it can affect the community. A list of needed activities with which these people might become involved was made, along with a list of various groups which might best be able to help. Getting members of the Board of Trustees involved in the activities was stressed, together with the librarian's need to be a leader in community interests.

Ways in which patrons can be "turned off" by library personnel were brought out and suggestions for overcoming these were given. Emphasis was given to the fact that libraries should be for the Patrons -- not for the Librarians.

Work with the Library Boards of Trustees and the City Fathers was discussed. Fund-raising and financing problems were brought out and some help offered on possible routes to resolution. The pros and cons of fines and over-due notices was explored.

Group discussion on various means of publicity, and excerpts from Dr. Massey's speech, "Marketing the Public Library", introduced the topic of publicity.[1] The film, The Hottest Spot in Town was shown. Buzz sessions helped each participant develop one local event sponsored by the library using as many different media as possible for publicity. The suggestion of changing our "image" came up and some excellent thoughts were produced. Someone suggested staking out a real cow - dyed or painted purple to help attract

1 Given at a Boise Workshop on Marketing the Public Library, March 16, 1970

attention to a library event. Rock-and-roll sessions for the young people, utilization of the entire yard, posters, signs, slogans were given consideration. The need for a national TV advertising campaign was felt. ALA could head up and partially fund (along with state units) professional advertising.

The final portion of the week was devoted to media. Instruction and practice in the use of 16mm projectors, tape recorders - both reel-to-reel and cassette, copy machines, ditto machine, quickie spirit masters, overhead transparencies, and super 8mm single comcept films and projector. In addition, each participant mounted a picture on the dry mount press. A demonstration and tips on the use of mimeograph machines was given by a local firm.

OBSERVATIONS:

With such a conglomeration of material to cover with such a diverse group, it was difficult to meet individual needs to the extent desirable. The group was willing and enthusiastic about the material presented. Group participation was high with only one or two not responding during the week. The intelligence, dedication, and common sense of these people is remarkable and belies their lack of formal training.

More demands in the way of individual assignments could be well utilized another time. More specific help in publicity could have been used -- especially someone working in the newspaper, TV, or other advertising fields.